



## CHESTERFIELD COUNTY ADMINISTRATIVE POLICIES AND PROCEDURES

**Department:** Human Resource Management  
**Subject:** Employee Development Program

**Policy Number:** 6-5  
**Supersedes:** 8/4/03  
**Date Issued:** 7/1/04

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### I. INTRODUCTION

This Administrative Procedure provides guidelines for the administration of the Employee Development Program (EDP) and is applicable to all County employees.

The Employee Development Program has five major objectives:

- A. Align individual and team behavior with the County's vision, mission and strategic plan through the use of core competencies.
- B. Provide for a consistent employee development and performance management process.
- C. Promote productivity by clarifying job expectations and monitoring employee performance.
- D. Promote communication between supervisors and employees.
- E. Provide guidance for personnel actions, such as merit increases, promotions and employee development.

The County's mission, vision, values and core competencies are the foundation for how we achieve business results. Developing and improving performance is a continuous process. The Employee Development Program provides an opportunity for the employee, with their supervisor, to assess work skills and to initiate a developmental plan for continuous improvement. Open and constructive communication is highly valued in this process.

### II. DEFINITIONS OF TERMS

- A. **Employee Development Program** – An open communication process where the supervisor and employee mutually evaluate the employee's performance and determine methods to achieve developmental goals
- B. **Core Competencies** – A group of related, demonstrable knowledge, skills and abilities that influence the job performance of all County employees
- C. **Behavioral Statement** – A statement of measurable, job-related responsibilities that defines a competency
- D. **Individual Development Plan** – Part of the EDP used to plan development activities, define helpful resources and people, establish timeframes and define successful results
- E. **Position Specific Competencies** – Specific knowledge, skills and abilities that may only apply to employees within a particular job title
- F. **Performance Scorecard** – A work plan indicating goals, accountabilities and expected results for the upcoming year that is required for all employees in Talent Management
- G. **Forms**
  - 1. **Employee Development Program Form:** Form used for annual performance review that includes a section on competencies, an individual development plan, and a performance scorecard that is optional for most employees
  - 2. **Performance Report (EDP-PERF)** - Form used to document both positive and negative employee performance. Copies must accompany the completed EDP form. This form may be used to document counseling but should not be used to document discipline.

### **III. PROCEDURES**

#### **A. General**

Department directors/office administrators are to ensure that all participants using the Employee Development Program receive the required training. Supervisors will complete an EDP form on each employee at least annually to take effect on the employee's merit date. The employee's EDP form and Personnel Action Form should be forwarded to HRM prior to the Personnel Action deadline for the pay period containing the employee's merit date. A special review can be conducted at any time during the evaluation year if there are concerns about the employee's performance.

Probationary employees shall receive an EDP form from their supervisor within three months of hire to inform them of position expectations. For those using the Performance Scorecard, conversation should begin to develop goals and accountabilities. Probationary employees who have not met the basic performance requirements of their job during the probationary period shall not attain permanent status.

An evaluation must also be completed when an employee transfers to a position in a different department. The evaluation may be in the form of a short memorandum, rather than the completed EDP form. In this case, the employee's merit date will change to the transfer date. For employees transferring to a position with similar duties in the same department, a change in merit date is not required, as long as the department can coordinate the evaluation internally (e.g., both supervisors exchange relevant information in order to complete the employee evaluation). This can be done at the department director/office administrator's discretion.

#### **B. Competencies and Behavioral Statements**

The EDP form includes, but is not limited to, one or more position specific competencies and the following eight core competencies: Communication, Continuous Learning, Customer Focused Service, Flexibility, Interpersonal Skills, Leadership, Planning and Organizing, and Reasoning with Behavioral Statements. It may also include the Performance Scorecard.

Prior to the beginning of the evaluation period and again at mid-year, the supervisor and the employee shall review competencies, behavioral statements and the Performance Scorecard, if applicable, and make appropriate changes.

#### **C. Documentation**

Documentation is the most important factor in determining and supporting evaluation ratings. This task is the essence of sound performance management. Performance should be discussed with the employee when there are problems as well as when performance exceeds expected levels. These discussions should occur throughout the evaluation period. Documentation should be done on a timely basis with a copy of the documentation going to the employee. Copies of all documentation completed during the appraisal year shall accompany the completed EDP form when it is submitted to HRM following the annual review. Letters of Commendation, disciplinary letters or any documentation discussed with the employee are considered proper documentation for inclusion.

#### **D. Ratings**

Employees shall be evaluated based on performance directly related to each core competency, position specific competency and goal and accountability, if applicable.

There are five levels of performance:

1. **Exceptional Performance** - This level of performance marks an exceptional contribution in both regular duties as well as initiated projects, and which combines significant effort, unique opportunity and exceptional results. The employee clearly serves as a "role model" and is routinely called upon to provide guidance to others

because of demonstrated proficiency. Less than 10% of all employees would attain this level of performance.

2. **Exceeds Expectations** - The employee is demonstrating competencies on a routine basis and the employee's performance on one or more key goals substantially exceeds expectations. The employee often demonstrates a proficiency level above that required by the job and performs at the level required.
3. **Meets Expectations** - The employee meets job performance expectations on goals and accountabilities, if applicable, and is routinely demonstrating progress on the core competencies. The employee regularly demonstrates proficiency at the level required by the job.
4. **Approaching Expectations** - The employee has three or more key competencies that have not been routinely demonstrated or came close to meeting all goals or accountabilities, if applicable, but slightly missed expectations on one or two goals/objectives in such a way that did not impact the final results significantly. The employee is progressing toward meeting goals and objectives and is expected to be demonstrating proficiency within six months.
5. **Does Not Meet Expectations** - The employee has three or more key competencies that are not being routinely demonstrated or missed one or more goals or accountabilities, if applicable. The employee is not regularly demonstrating proficiency and is not progressing.

Employees who fail to meet the basic performance requirements of their job will be informed when a deficiency is discovered and given an opportunity to improve. Employees who have not met the basic performance expectations of their job by their merit date shall not receive a full merit increase. If an employee is not recommended for a full merit increase, documentation supporting that decision is required.

#### E. **Annual Performance Review**

The supervisor compiles documentation completed throughout the appraisal year that supports the achievement level for each competency. Approximately 45 days prior to the end of the performance year, or as defined by the department, employees on the Performance Scorecard complete the "employee year-end results" section and forward it to the supervisor for completion of the "supervisor's year-end assessment."

Comments should summarize the employee's overall performance throughout the appraisal period, including coaching sessions, commendations, disciplinary actions, summary of reports of performance and other documentation that is available. In order to provide sufficient feedback, separate comments should be provided for each competency.

The supervisor will meet with the employee to discuss performance. To ensure that this meeting is conducted properly, the supervisor should:

1. Prepare for and schedule an appointment at least two weeks in advance.
2. Obtain written input from anyone else who supervised or worked closely with the employee during the evaluation period.
3. Discuss performance issues with departmental management prior to meeting with employee. An overall rating of Exceptional Performance must be approved by the Department Director/Office Administrator prior to communicating it to the employee.
4. Provide a meeting place that is free from communication barriers.
5. Determine topic(s) employee wants to discuss.
6. Discuss concerns not mentioned by the employee.

7. Collaborate with the employee to develop an individual development plan to strengthen skills, knowledge or competencies and to leverage existing strengths for greater effectiveness.
8. Give specific feedback on any positive performance that has not already been discussed.
9. Summarize the discussion. Discuss salary adjustments, as appropriate.
10. Determine position specific competencies and goals and accountabilities, if applicable, to be used for the upcoming year.
11. Set follow-up dates.

Once the appraisal is reviewed with the employee in completed form, the following steps must be followed: employees provide comments as they deem appropriate; the employee and supervisor sign and date the EDP form; the completed EDP form and Personnel Action Form are forwarded to HRM. A copy should be given to the employee.

#### F. **The Development Planning Process**

1. **Developing a Draft Plan** - The individual development plan should be reviewed and updated as frequently as necessary to maintain currency. Skills, competencies or knowledge areas should be isolated for focus.
2. **Conducting the Development Planning Meeting** - The development planning meeting should be a collaborative, interactive dialogue. Employee's initial ideas are combined with the supervisor's input and ideas to determine the final development plan. Supervisors should clearly identify their expectations, identify next steps and make a plan for ongoing progress meetings.
3. **After the Meeting** - Supervisors and employees should follow through on the development plan by meeting regularly to discuss progress and obstacles and then identify support needs. Feedback should be continuous and immediate.

#### G. **Administrative Review**

The Administrative Review is an appeals process for annual performance evaluations, which ensures that:

1. Proper review has taken place with all appropriate sign offs by employee and supervisor.
2. Employees are provided with an opportunity to make comments regarding the evaluation.
3. Any conflicts that may have arisen between the employee and the immediate supervisor (rater) have been addressed and resolved. This step is intended to maintain good employee relations and to prevent complaints arising from the appraisal process.

As previously indicated, promoting good communication between supervisors and employees is an objective of the EDP. There may be honest differences of opinion. In those situations when there is a difference of opinion, the employee's interest can often be protected simply by including his or her point of view on the EDP form in the space provided for "Employee Comments."

Nevertheless, there may be some instances when the employee is in such significant disagreement with the supervisor's evaluation and feels so strongly about the matter that he or she requests the opportunity to participate in a review of that evaluation with the supervisor. The employee can initiate such a review by putting the request in writing in the form of a memorandum to the department director/office administrator with a copy to the Director of Human Resource Management and the supervisor. (In cases where the employee reports to the director/office administrator, the memorandum would be addressed to the director/office

administrator's direct supervisor.) The employee must state the nature of the disagreement and any and all steps taken to resolve the situation. The employee must also state the remedy requested.

In the event of an appeal, the department director/office administrator should assure that the facts and opinions of both supervisor and employee are made as clear as possible. The department director/office administrator (or designee) will meet with the employee, and the supervisor. The department director/office administrator will then resolve the issue. The decision of the department director/office administrator is final and binding. The decision should be noted in writing and attached to the EDP form.

The Administrative Review and processing should be completed in time for any salary changes to be effective on the employee's merit date.



## CHESTERFIELD COUNTY EMPLOYEE DEVELOPMENT PROGRAM

Name (Last, First, MI)	Social Security No.	Job Title	Merit Date
Supervisor Name	Department	<input type="checkbox"/> Annual Review <input type="checkbox"/> Mid Year Review <input type="checkbox"/> Probationary Review	Evaluation Period

### Section I: Competencies

<b>I. COMMUNICATION</b> – Conveys and receives information effectively.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	COMMENTS:				
<b>II. CONTINUOUS LEARNING</b> – Pursues ongoing personal development to enhance job performance and organizational success.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	COMMENTS:				
<b>III. CUSTOMER FOCUSED SERVICE</b> – Delivers quality service based on customer expectations.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	COMMENTS:				
<b>IV. FLEXIBILITY</b> – Responds to changing circumstances, accepts risks and adapts during periods of transition and uncertainty.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	COMMENTS:				

<b>V. INTERPERSONAL SKILLS</b> – Fosters positive relationships and resolves issues by interacting sensitively, respectfully and with compassion.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	<b>COMMENTS:</b>				
<b>VI. LEADERSHIP</b> – Inspires others by example to ethically achieve the organizational goals and objectives.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	<b>COMMENTS:</b>				
<b>VII. PLANNING AND ORGANIZING</b> – Develops and coordinates plans and activities for the achievement of the organization's goals.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	<b>COMMENTS:</b>				
<b>VIII. REASONING</b> – Capacity for logical, analytical and rational thinking.	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	<b>COMMENTS:</b>				
<b>IX. POSITION SPECIFIC COMPETENCIES</b>	<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
	<b>COMMENTS:</b>				

## Performance Rating

This section reflects the employee's competency performance.

<b>Exceptional Performance</b> <input type="checkbox"/> Director Approval _____	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
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## Overall Performance Rating (if Scorecard is used)

This section reflects the employee's competency performance and Scorecard performance.

<b>Exceptional Performance</b> <input type="checkbox"/> Director Approval _____	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
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## Section II: Comments

**Supervisor Comments Related to Review of Performance:**

**Employee Comments Related to Review of Performance:**

### Section III: Individual Development Plan

Name:	
Current Position:	
Date Initiated:	Through Date:
Supervisor's Name:	

#### Development Plan Process

Development planning provides the opportunity to discuss job performance, career aspirations, and to plan developmental activities aimed at learning or strengthening skills, knowledge or competencies and to leverage existing strengths for greater effectiveness with the organization.

Development planning is a key talent management strategy for Chesterfield County. Development plans focus on enhancing strong skills and building up areas of weakness and enable employees to create a plan of action for professional growth and enhanced performance.

**Select 3-5 skills, competencies, or knowledge areas for concentration in this development plan and complete the information below. In identifying competencies for development action, keep in mind that competencies encompass skills, knowledge and personal attributes that are critical to success within the position.**

<b>State the competency area for development:</b>
<b>Identify 2-3 activities that will help the employee strengthen the skill:</b>
<b>Define any resources or people that can assist the employee in this development:</b>
<b>Define the timeframe for completion:</b>
<b>Describe the results of successfully completing the development activity:</b>

<b>State the competency area for development:</b>
<b>Identify 2-3 activities that will help the employee strengthen the skill:</b>
<b>Define any resources or people that can assist the employee in this development:</b>
<b>Define the timeframe for completion:</b>
<b>Describe the results of successfully completing the development activity:</b>

<b>State the competency area for development:</b>
<b>Identify 2-3 activities that will help the employee strengthen the skill:</b>
<b>Define any resources or people that can assist the employee in this development:</b>
<b>Define the timeframe for completion:</b>
<b>Describe the results of successfully completing the development activity:</b>

<b>State the competency area for development:</b>
<b>Identify 2-3 activities that will help the employee strengthen the skill:</b>
<b>Define any resources or people that can assist the employee in this development:</b>
<b>Define the timeframe for completion:</b>
<b>Describe the results of successfully completing the development activity:</b>

**Other general notes or comments about this development plan:**

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#### **Section IV: Signatures**

_____	_____
<b>Employee's Name</b>	<b>Supervisor's Name</b>
_____	_____
<b>Employee's Signature</b>	<b>Supervisor's Signature</b>
_____	_____
<b>Date</b>	<b>Date</b>

**EMPLOYEE IS ELIGIBLE FOR A FULL MERIT INCREASE :** ☐ YES ☐ NO **IF NO, PERCENT ELIGIBLE:**

**Note: A personal development plan is an integral part of the performance management process and should be completed at the time of this review.**

## Chesterfield County EDP Performance Scorecard

1. Prior to the beginning of the performance year, the employee documents the goals or accountabilities as well as the expected results, and discusses the performance plan with their supervisor.
2. The supervisor and employee discuss the goals and accountabilities, expected results or negotiate changes as early as possible in the performance year.
3. The employee meets with the supervisor mid-way through the performance year and reviews and/or updates the goals and accountabilities and expected results. The supervisor completes his/her mid-year comments.
4. Approximately one month prior to the end of the performance year, the employee completes the “employee results” and forwards it to supervisor for completion of “supervisor assessment.”
5. The supervisor completes the “performance ratings” and prepares for the performance discussion with the employee as part of their annual evaluation.
6. The employee and supervisor meet to discuss the performance and developmental plan.

**Employee Name:** \_\_\_\_\_ **Social Security #:** \_\_\_\_\_

<b>Goal/Accountability 1:</b>				
<b>Expected Result:</b>				
<b>Employee's Mid-Year Comments:</b>				
<b>Supervisor's Mid-Year Comments:</b>				
<b>Employee's Year-End Results</b>				
<b>Supervisor's Year-End Assessment</b>				
<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>

<b>Goal/Accountability 2:</b>				
<b>Expected Result:</b>				
<b>Employee's Mid-Year Comments:</b>				
<b>Supervisor's Mid-Year Comments:</b>				
<b>Employee's Year-End Results</b>				
<b>Supervisor's Year-End Assessment</b>				
<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>

<b>Goal/Accountability 3:</b>				
<b>Expected Result:</b>				
<b>Employee's Mid-Year Comments:</b>				
<b>Supervisor's Mid-Year Comments:</b>				
<b>Employee's Year-End Results</b>				
<b>Supervisor's Year-End Assessment</b>				
<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>

<b>Goal/Accountability 4:</b>				
<b>Expected Result:</b>				
<b>Employee's Mid-Year Comments:</b>				
<b>Supervisor's Mid-Year Comments:</b>				
<b>Employee's Year-End Results</b>				
<b>Supervisor's Year-End Assessment</b>				
<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>

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## Overall Scorecard Rating

This section reflects the employee's performance related to goals and accountabilities.

<b>Exceptional Performance</b> <input type="checkbox"/>	<b>Exceeds Expectations</b> <input type="checkbox"/>	<b>Meets Expectations</b> <input type="checkbox"/>	<b>Approaches Expectations</b> <input type="checkbox"/>	<b>Does Not Meet Expectations</b> <input type="checkbox"/>
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## Signatures

Employee

Manager

Date

Date

## PERFORMANCE REPORT

Employee Name: \_\_\_\_\_ Title \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Title \_\_\_\_\_

Description of event and resolution (include specific details):

Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor signature \_\_\_\_\_ Date: \_\_\_\_\_